

Mini Lesson Structure and Pacing Guide

Focus of Today's Visit: To focus on the language and pacing of the components of the mini lesson. This will ensure that lessons are concise, students have more time to write with more volume, and teachers have more time for small groups and personalized instruction.

- **What do you notice? What do you wonder?**

Component of the Mini Lesson	Purpose	Prompts	Noticings/Wonderings
Connection & Teaching Point <i>(activate prior knowledge and focus student attention on the lesson)</i> (30-90 seconds)	Connection: Connect what they are going to do today back to previous literacy experiences through storytelling. Teaching Point: The teaching point is a clear and concise statement that communicates the specific writing skill and strategy that students will learn during the workshop.	"In the past" or "Yesterday we talked about..." "Today, I'm going to teach you..." Readers/writers <u>INSERT SKILL</u> by <u>INSERT STRATEGY</u>. "The reason readers/writers use this strategy is so..."	
Model/Demo <i>(demonstrate the teaching point as if you were working independently)</i> (5-7 minutes)	Teach: Teach a new strategy to work toward mastering a skill. Name the teaching point explicitly and model it. The teaching point should include the skill and the strategy. "Growing writers/readers...by..."	"When I..." "Listen or watch me as I..." "Did you see how..."	
Active Engagement (Guided Practice) <i>(coach and assess students during this time)</i> (2-4 minutes)	Active engagement: Students think about the same skill/strategy and turn and talk. Teacher points out/compliments accurate application of strategy. <i>"If students have difficulty applying the skill/strategy, a double demonstration may be needed."</i>	"Now you are going to have a try. You are going to..." You are going to share with a partner... Find a spot in your writing where you can add...	
Reiterate/Link <i>(review and clarify key points, globalizing their utility from now to the future)</i> (30-90 seconds)	Link: Connect it back to what they may do today and other strategies they may know. Rename teaching point and make sure they are clear on next steps. This is where modeling self-management would take place. Students will be asked to repeat back what they will do independently or in partnerships.	"Today and everyday when you are reading and writing, you can..." "Can you repeat back what you are going to do?" "Off you go"	

Classroom Landscape/Independent Practice

What did you notice?	What do you wonder?	What did you hear?